



INDIANA
DEPARTMENT *of*
EDUCATION

2023 INDIANA ACADEMIC STANDARDS
SOCIAL STUDIES

GRADE 3



Indiana Academic Standards Context and Purpose

Introduction

The Indiana Academic Standards for Grade 3 Social Studies are the result of a process designed to identify, evaluate, synthesize, and create high-quality, rigorous learning expectations for Indiana students.

Pursuant to Indiana Code (IC) 20-31-3-1(c-d), the Indiana Department of Education (IDOE) facilitated the prioritization of the Indiana Academic Standards. The standards are designed to ensure that all Indiana students, upon graduation, are prepared with essential knowledge and skills needed to access employment, enrollment, or enlistment leading to service.

All standards are required to be taught. Standards identified as essential for mastery by the end of the grade level are indicated with shading and an “E.” The learning outcome statement for each domain immediately precedes each set of standards.

What are the Indiana Academic Standards and how should they be used?

The Indiana Academic Standards are designed to help educators, parents, students, and community members understand the necessary content for each grade level, and within each content area domain, to access employment, enrollment, or enlistment leading to service. These standards should form the basis for strong core instruction for all students at each grade level and content area. The standards identify the minimum academic content or skills that Indiana students need in order to be prepared for success after graduation, but they are not an exhaustive list.

While the Indiana Academic Standards establish key expectations for knowledge and skills and should be used as the basis for curriculum, the standards by themselves do not constitute a curriculum. It is the responsibility of the local school corporation to select and formally adopt curricular tools, including textbooks and any other supplementary materials, that align with Indiana Academic Standards. Additionally, corporation and school leaders should consider the appropriate instructional sequence of the standards as well as the length of time needed to teach each standard. Every standard has a unique place in the continuum of learning, but each standard will not require the same amount of time and attention. A deep understanding of the vertical articulation of the standards will enable educators to make the best instructional decisions. These standards must also be complemented by robust, evidence-based instructional practices to support overall student development. By utilizing strategic and intentional instructional practices, other areas such as STEM and employability skills can be integrated with the content standards.

Content-Specific Considerations

The Indiana Academic Standards for Grade 3 Social Studies consist of four domains: History, Civics and Government, Geography, and Economics. The skills listed in each domain indicate

what students should know and be able to do in Social Studies by the end of the grade level. Examples, when provided within the context of a standard, are intended to help illustrate the conveyed meaning of the standards and offer suggestions for instructional focus. Any examples listed for a standard are not designed to be limiting or otherwise exclusive.

Acknowledgments

The Indiana Department of Education appreciates the time, dedication, and expertise offered by Indiana's K-12 educators, higher education professors, representatives from business and industry, families, and other stakeholders who contributed to the development of the Indiana Academic Standards. We wish to specially acknowledge the committee members, as well as participants in the public comment period, who dedicated many hours to the review and evaluation of these standards designed to prepare Indiana students for success after graduation.

Grade 3 Social Studies

Standards identified as essential for mastery by the end of the grade level are indicated with gray shading and an “E”. The learning outcome statement for each domain immediately precedes each set of standards.

History	
Learning Outcome: Students describe how significant people, events, and developments have shaped their own community and region; compare their community to other communities in the region in other times and places; and use a variety of resources to gather information about the past.	
3.H.1	Identify and describe how Native Americans impacted the development of local communities. (E) <ul style="list-style-type: none"> Examples: Miami, Shawnee, Kickapoo, Algonquian, Delaware, Potawatomi, Wyandotte.
3.H.2	Explain why and how the local community was established, and identify its founders and early settlers.
3.H.3	Describe the role of the local community and other communities in the development of the state's regions. <ul style="list-style-type: none"> Examples: Fort Wayne was an early trade center because of the convergence of three rivers in the area. Moving the state capitol to Indianapolis encouraged growth in the central region of Indiana.
3.H.4	Give examples of people, events, and developments that brought important changes to your community and the region where your community is located. (E) <ul style="list-style-type: none"> Examples: Developments in transportation, such as the building of canals, roads and railroads, connected communities and caused changes in population or industry.
3.H.5	Create simple timelines that identify important events in various regions of the state.
3.H.6	Use a variety of resources to gather information about your region's communities; identify factors that make the region unique, including cultural diversity, industry, the arts, and architecture. <ul style="list-style-type: none"> Examples: libraries, museums, county historians, chambers of commerce, websites, digital newspapers, archives.
3.H.7	Distinguish between fact and fiction in historical accounts by comparing documentary sources on historical figures and events with fictional characters and events in stories. (E) <ul style="list-style-type: none"> Examples: Compare fictional accounts of the exploits of George Washington and John Chapman (Johnny Appleseed) with historical accounts. Compare a piece of historical fiction about Abraham Lincoln or Harriet Tubman with a primary source.

3.H.8	<p>Define immigration and explain how immigration enriches community. (E)</p> <ul style="list-style-type: none"> Examples: We are a nation of immigrants; we have been heavily influenced by immigration since before the Revolutionary War; E pluribus unum (out of many, one); Ellis Island was opened (January 1, 1892) during the administration of President Benjamin Harrison (Indiana's only president).
Civics and Government	
<p>Learning Outcome: Students explain what it means to be citizens of their community, state, and nation; are able to identify the functions and major services provided by local government; and use a variety of resources to gather information about their local, state, and national governments.</p>	
3.C.1	<p>Discuss the reasons governments are needed and identify specific goods and services that governments provide. (E)</p> <ul style="list-style-type: none"> Examples: Governments provide community services such as fire and police protection, trash and snow removal, and safe drinking water.
3.C.2	<p>Identify and explain the duties of and selection process for local and state government officials who make, implement, and enforce laws.</p>
3.C.3	<p>Explain that the United States has three levels of government (i.e., local, state, and national), and that each level has special duties and responsibilities. (E)</p>
3.C.4	<p>Explain the importance of being a responsible citizen of your community, state, and nation. Identify people in your community and state who exhibit the characteristics of good citizenship.</p> <ul style="list-style-type: none"> Examples: being respectful, trustworthy, practicing tolerance, working with others to solve problems.
3.C.5	<p>Explain the role citizens have in making decisions and rules within the community, state, and nation, such as participating in local and regional activities, voting in elections, running for office, and voicing opinions in a positive way. (E)</p>
Geography	
<p>Learning Outcome: Students explain that simple grid systems (latitude and longitude) are used to locate places on maps and globes, identify the distinctive physical and cultural features of their community, and explain the geographic relationships between their own community and the state and other states within the region.</p>	
3.G.1	<p>Use labels and symbols to locate and identify physical and political features on maps and/or globes.</p>
3.G.2	<p>Label a map of the Midwest, identifying states, major rivers, lakes, and the Great Lakes. (E)</p>
3.G.3	<p>Identify the local and regional communities, including Indiana and other Midwestern states, on maps using simple grid systems. (E)</p>
3.G.4	<p>Identify the northern, southern, eastern, and western hemispheres; cardinal and intermediate directions; and determine the direction and distance from one place to another on a variety of maps and globes. (E)</p>

3.G.5	<p>Explain that regions are areas that have similar physical and cultural characteristics. Identify Indiana and the local community as part of a specific region.</p> <ul style="list-style-type: none"> • Examples: States that have a coastline with the Great Lakes are part of the Great Lakes region. The same states are also considered part of the Midwest because of their location relative to other states.
3.G.6	<p>Compare and contrast the physical characteristics of Indiana to neighboring states using words, illustrations, maps, photographs, and other resources.</p>
3.G.7	<p>Describe how Native Americans and early settlers of Indiana adapted to and modified their environment to survive.</p>
3.G.8	<p>Identify and describe how human systems and physical systems have impacted the local environment.</p> <ul style="list-style-type: none"> • Examples: List examples of changes in land use in the local community.
Economics	
<p>Learning Outcome: Students explain how people in the local community make choices about using goods, services, and productive resources; how they engage in trade to satisfy their economic wants and needs; how they use a variety of resources to gather and apply information about economic changes in the community; and how they compare costs and benefits in economic decision making.</p>	
3.E.1	<p>Give examples from the local community that illustrate the scarcity of productive resources. Explain how this scarcity requires people to make choices and incur opportunity costs.</p>
3.E.2	<p>Give examples of goods and services provided by local business and industry. (E)</p>
3.E.3	<p>Give examples of trade in the local community, and explain how trade benefits both parties.</p>
3.E.4	<p>Define interdependence, and give examples of how people in the local community depend on each other for goods and services.</p>
3.E.5	<p>List the characteristics of money, and explain how money makes trade and the purchase of goods easier. (E)</p>
3.E.6	<p>Explain that buyers and sellers interact to determine the prices of goods and services in markets. (E)</p>
3.E.7	<p>Illustrate how people compare benefits and costs when making choices and decisions as consumers and producers.</p> <ul style="list-style-type: none"> • Examples: When a family is deciding whether to buy a car, they have to compare the benefit of having personal transportation with the cost of buying and maintaining the car.
3.E.8	<p>Identify different ways people save their income, and explain advantages and disadvantages of each.</p> <ul style="list-style-type: none"> • Examples: home “piggy bank,” savings accounts.